



## Hele's School

### Year 8 IA3 Mastery Curriculum

Following the national removal of levels in 2015, schools were given the opportunity to create their own assessment system. The underlying principal of assessment in Year 7 and 8 is that students are **assessed against the key concepts and skills** that departments have identified as being important to allow students to make progress in their subject areas.

In Year 7 and 8, students are assessed into four bands of attainment – Mastering, Securing, Developing and Emerging – judged against the specific key concepts that have been taught and **assessed up to that particular point**. In order to track progress of students we identify which band we would expect students to be working in according to their prior attainment in reading and maths at KS2, as this is the main measure used by the Government and OFSTED, although our ultimate aim is for all students to aim to be at least secure in all the key concepts.

We would expect that students who are working in the following bands would be likely to go on to achieve the following grades at GCSE:

Band	KS2 Average Scaled Score (Reading and Maths)	Target GCSE Grades (new grades)	Target GCSE Grades (old grades for comparison)
Emerging	80-94	1/2/3/4/5	G/F/E/D/C
Developing	95- 105	4/5/6	C/B
Securing	106-111	6/7/8	B/A/A*
Mastering	112-120	8/9	A*

It is important to understand that your child's attainment band may move up or down at each IA point depending on the performance in that particular unit of work and progress towards the specific key concepts taught. Please also note that **the concepts are designed to get progressively more challenging as the year goes on and that a student who remains in their target band throughout the key stage is making good progress.**

# Art

Key Concepts taught and assessed in Year 8 at IA3:

1. Translating ideas from 2 dimensions to 3 dimensions
2. Relating individual ideas to artistic styles.
3. Working effectively with clay.

Emerging	Developing	Securing	Mastering
<p>Can copy some detailed 2D (two-dimensional) shapes.</p> <p>Can use a pencil, charcoal, crayons, chalk pastels and oil pastels to draw with some control.</p> <p>Can use different strengths and thicknesses of line.</p> <p>Can use a paintbrush with some control to make steady outlines and flat shapes.</p> <p>Can model simple shapes and forms in clay.</p> <p>Can also add texture to the surface of my clay by making different marks.</p> <p>Can follow instruction and show some personal elements</p> <p>Can see the connections the task and the related artist.</p>	<p>Can copy some detailed 2D (two-dimensional) shapes and some simple 3D (three-dimensional) forms.</p> <p>Can use different strengths of tonal shading to make the highlights, mid-tones and shadows that create the illusion of 3D form.</p> <p>Can use a paintbrush with control to paint different shapes without going over the outlines.</p> <p>Can model forms in clay that feature extra shapes added to the surface.</p> <p>Can also add textural effects by making different marks.</p> <p>Can follow instruction and show personal elements.</p> <p>Can include your own resources which are gathered independently.</p> <p>Can see the connections the task and the related artist.</p>	<p>Can copy 2D and 3D images from Primary and Secondary sources realistically</p> <p>Can use different strengths of tonal shading to make the highlights, mid-tones and shadows that create the illusion of 3D form.</p> <p>Can use a paintbrush with control to paint a range of different shapes and details without going over the outlines.</p> <p>Can make detailed shapes and forms using clay. I have control with tools to make different marks in the clay's surface and can smooth areas out well.</p> <p>Can add clay pieces to the main body of my model for extra detail using score-and-slip and when these are fired in the kiln they don't fall off.</p> <p>Can follow instruction and show personal elements.</p> <p>Can include your own resources which are gathered independently.</p> <p>Can show an understanding of the work of the selected artists in the artwork.</p>	<p>Can copy 2D and 3D images from Primary and Secondary sources realistically to communicate the SHAPE, FORM and TEXTURE of the things I see.</p> <p>I can use a wide range of drawing materials with confidence to communicate what they are like.</p> <p>Can paint with confidence to communicate LINE, TONE, SHAPE, FORM, SPACE, COLOUR, PATTERN and TEXTURE.</p> <p>Can mix a wide range of colours and use highlights, mid-tones and shadows to successfully create 3D form,</p> <p>Can use a range of experimental modelling methods to successfully make complicated shapes and forms using clay. I have good control with tools</p> <p>Can use a range of experimental modelling methods to successfully make complicated shapes and forms using clay. I have good control with tools</p> <p>Can follow instruction and show personal elements.</p> <p>Can include your own resources which are gathered independently.</p> <p>Can show an understanding of the work of the selected artists in the artwork and appreciate why they worked in the manner they did</p>

## Computing

Key Concepts taught and assessed in Year 8 at IA3:

- Networks and Internet

Emerging	Developing	Securing	Mastering
<p>Can use a range of internet services e.g. email, Teach-ICT website.</p>	<p>To know what a computer network is.</p> <p>To know advantages/disadvantages of network topologies.</p>	<p>To be able to identify network hardware e.g. hubs, routers and switches.</p> <p>To understand peer to peer and client server networks.</p>	<p>Understands the hardware associated with networking computer systems, including WANs and LANs.</p> <p>Know the names of protocols associated with networking computer systems e.g. SMTP, iMAP, POP, FTP and TCP/IP.</p>

# Drama

Key Concepts taught and assessed in Year 8 at IA3:

1. Characterisation
2. Vocal Control
3. Physicality

Emerging	Developing	Securing	Mastering
<p>Characterisation - When performing your role, you laugh on stage and seem to lose control of your character on stage.</p> <p>Vocal control - Vocal delivery is often inappropriate and inconsistent. There is no control of vocal techniques.</p> <p>Physicality - On stage you are very nervous and cannot present the style or genre which you have explored</p>	<p>Characterisation - On stage you are unable to stay in role and perform without losing focus.</p> <p>Vocal control - Vocal delivery is appropriate but inconsistent at times.</p> <p>Physicality - You have energy and drive within your performance</p>	<p>Characterisation - You may be able to sustain your role; however, you come out of character easily and are unable to sustain your role on stage.</p> <p>Vocal control - There is a secure use of vocal tone, pace, pitch and volume.</p> <p>Physicality - There is a secure use of gesture, expressions and use of space. You can control your character on stage with</p>	<p>Characterisation - Pupils will be able showcase a clear character on stage.</p> <p>Vocal control - Students are able to demonstrate an assured use of pace, pitch, projection and tone.</p> <p>Physicality - Movement is engaging, dynamic and skilful throughout. On stage your performance is engaging and energetic</p>

Key Concepts taught and assessed in Year 8 at IA3:

- 1) Explaining how a text is informed by its context;
- 2) Considering multiple meanings and effects of language
- 3) Single word analysis
- 4) Using a range of evidence to justify inferences.
- 5) Clear and formal academic writing
- 6) Accurately identifying grammatical terms/techniques used by the writer.

Emerging	Developing	Securing	Mastering
<p>I can write my ideas clearly</p> <p>I can explain words and phrases that usually link to the question</p> <p>I may make some reference to parts of both poems but this is likely to be vague</p> <p>I try to use some technical language, though not always accurately</p> <p>I can begin to explain why I have chosen particular words or phrases from the text</p> <p>I make simple comments about the poems' background</p> <p>I can spell and punctuate with reasonable accuracy in order to communicate clearly</p> <p>I use some words to show comparison</p> <p>My sentence structures generally allow me to communicate my ideas</p>	<p>I am beginning to use language to make my writing professional</p> <p>I can always choose relevant language examples to explain</p> <p>I choose a range of examples from both poems</p> <p>I sometimes use technical language to explain the poets' methods</p> <p>I can write explanations of language which clearly relate to the question</p> <p>I show some awareness of the poems' genre and time period</p> <p>I can spell and punctuate with considerable accuracy</p> <p>I use a range of vocabulary to show comparison</p> <p>My sentence structures allow me to communicate my ideas clearly though perhaps with some error</p>	<p>I can write in a professional sounding way</p> <p>I can analyse less obvious examples of language</p> <p>I show a clear understanding of both poems in my response</p> <p>I analyse the poets' methods and use technical language</p> <p>I can provide several explanations of effects on the reader</p> <p>I make some links between the poet, the genre, the time period, and the poem</p> <p>I can spell and punctuate with consistent accuracy</p> <p>I use a wide range of sophisticated words for comparison</p> <p>I can write grammatically correct sentences to contribute to the clarity of my writing</p>	<p>A critical response with a wide range of carefully chosen examples from the text</p> <p>A range of the poets' techniques analysed using terminology and consideration of the effects on the reader</p> <p>Detailed links to aspects of context – i.e. links to the poet, when it was written, genre of poem etc.</p> <p>Consistently accurate spelling and punctuation, with vocabulary and sentence structures making the writing clear</p>

## French

Key Concepts taught and assessed in Year 8 at IA3:

1. Using 2 tenses accurately
2. Giving opinions
3. Using reflexive verbs
4. Using 1<sup>st</sup> and 3<sup>rd</sup> person accurately
5. Forming questions

Emerging	Developing	Securing	Mastering
<p>Need to consult resources list of adjectives, to form a short simple 1st person sentence.</p> <p>Adjectival agreement &amp; spelling is poor</p> <p>Able to recognise 1st person reflexive verbs</p> <p>Can express simple opinions</p> <p>Able to recognise some clothing nouns &amp; colour adjectives</p> <p>Can adapt model sentences in order to describe</p> <p>Can make some understandable adjective comparisons, where cognates are identified.</p> <p>Can recognise some 1st person verbs in present, perfect and future but needs support to use them</p> <p>Time phrases may be recognised where cognates are used</p> <p>Language is copied or repetitive</p>	<p>Comfortable with a few adjectives and includes these in short simple 1st person sentences. Adjectival agreement is not apparent.</p> <p>Able to recognise some reflexive verbs &amp; can reproduce these in 1st person.</p> <p>Contribute to Group Talk using resources to help with expressing ideas, agreeing with others.</p> <p>Present, perfect and near future tenses often recognised and sometimes accurate in 1st person</p> <p>Adjectival agreement incorrect.</p> <p>Time phrases are recognised and common time phrases may be applied</p> <p>Language used can be repetitive.</p> <p>Basic adjectives used.</p> <p>Comparatives are recognised</p>	<p>Recognise the need for adjectives to enhance description, and able to include adjectives in 1st &amp; 3rd person descriptions</p> <p>Reflexive verbs are used accurately in 1st person.</p> <p>Able to agree/disagree, express opinions &amp; reasons as a group, although may need to consult resources from time to time, to build confidence.</p> <p>Present, perfect and near future tenses recognised and often accurately applied in 1st person.</p> <p>Uses adjectives accurately to describe</p> <p>Able to recognise regular &amp; irregular adjectives, although sometimes spelling &amp; word order pose problems, when creating sentences of own.</p> <p>Comparative adjectives are used well, although some inaccuracy with possessive pronouns.</p>	<p>Adjectival agreement well-understood &amp; applied accurately in both 1st &amp; 3rd person.</p> <p>Reflexive verbs used accurately</p> <p>Conduct Group Talk with spontaneity, agreeing/disagreeing with others, confidently expressing opinions &amp; giving reasons.</p> <p>Excellent spelling &amp; pronunciation.</p> <p>Use comparatives accurately.</p> <p>Use present, near future and perfect tense with confidence.</p> <p>Demonstrate confident use of time phrases.</p> <p>Describe nouns using both regular and irregular adjectives.</p> <p>Demonstrate a clear understanding of adjectival word order.</p> <p>Use comparative adjectives &amp; possessive pronouns accurately.</p>

## Geography

Key Concepts taught and assessed in Year 8 at IA3:

1. How physical and human processes shape the world
2. Sense of place

<b>Emerging</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
<p>Can identify one or more relevant examples of river features.</p> <p>Begins to describe and possibly explain how they form.</p> <p>Identifies basic features of Dartmoor.</p>	<p>Can describe and explain the formation of more than one river feature.</p> <p>Starting to break down processes into clear steps and link ideas.</p> <p>Accurately describes the features of Dartmoor. Starting to make links between different features and geographical processes.</p>	<p>Can explain a range of river processes and links ideas clearly. Starting to evaluate significance of different factors.</p> <p>Accurately explains the features of the Dartmoor landscape and starts to evaluate the significance of different factors that shape the landscape.</p>	<p>Can analyse information and evaluate the significance of different factors and processes that shape the landscape.</p> <p>Accurately evaluates the significance of different factors that shape the landscape of Dartmoor and able to apply understanding to other landscapes.</p>

## German

Key Concepts taught and assessed in Year 8 at IA3:

1. Using 2 tenses accurately
2. Giving opinions
3. Clear understanding of word order
4. Understand formal and informal register

Emerging	Developing	Securing	Mastering
<p>Developing knowledge of key present tense irregular verbs. Starting to apply rules to unfamiliar verbs. Support needed when forming the imperative. Modal verb meanings are understood. Word order rules are not understood. Genders are guessed &amp; are likely to be incorrect. No understanding of the dative case. Sentences are rarely accurate. 1st person phrases are recognisable, &amp; with teacher support separable prefixes &amp; reflexive pronouns may be included. Attempts to include time into sentences, yet word order is always incorrect &amp; sentences sound very English in terms of word order. Reliant upon consulting resources or being told by teacher the type of language to include.</p>	<p>Consolidating knowledge of key present tense irregular verbs. Evidence that they can apply rules to unfamiliar verbs, although not always successfully. More comfortable in using one imperative form well. 1st person modal verbs are used, yet often the infinitive/correct positioning of the infinitive is forgotten. Fails to recognise when the accusative case is needed. Mistakes are common. Dative case is correctly formed following zu/vor, although errors occur often. Separable prefixes or reflexive verbs are forgotten &amp; verb spelling may be inaccurate. Sometimes inserts time into sentences, but word order is not well-understood. Writing from memory poses great challenge at this stage. Able to adapt a model text but needs to consult resources.</p>	<p>Consolidating knowledge of key present tense irregular verbs. Able to apply rules to unfamiliar verbs, although not always successfully. Confident in using most imperative forms with a variety of verbs, although errors may occur. Can conjugate 1st, 3rd &amp; plural forms of modal verbs. Use these verbs in sentences with infinitives. Word order is sometimes incorrect. Can form accusative sentences given. However, this rule may be missed in own creative writing. Dative case following zu/vor is used in questions &amp; statements. Able to use separable &amp; reflexive verbs. Time is inserted into separable &amp; reflexive verb sentences, although there may be errors with word order. Imperfect tense verbs, present &amp; perfect tense verbs are used. Writing from memory poses great challenge. Able to adapt a model text, without consulting resources.</p>	<p>Secure formation of key present tense irregular verbs. Able to use the imperative in the du, ihr &amp; Sie forms, with a variety of verbs. Conjugate modal verbs using correct word order. Accusative case is well understood &amp; this results in accurate gender formation, even in creative writing. Dative case following zu/vor is well-understood. Both reflexive verbs &amp; separable verbs are tackled with confidence. Time is inserted into reflexive &amp; separable verb sentences. Word order is highly accurate &amp; verb is always in 2nd position. Imperfect tense verbs are used as well as present &amp; perfect tense verbs. Adjectives are used with accuracy.</p>

# History

Key Concepts taught and assessed in Year 8 at IA3:

1. Explain knowledge of past events in some detail.
2. Explain and analyse different interpretations of past events.
3. Evaluate different interpretations of past events, judging how reliable and convincing they are.
4. Communicate ideas effectively.

Emerging	Developing	Securing	Mastering
<p>Describes life as a WWI soldier and the features of trench warfare. Identifies and describes the different ways life as a soldier has been represented.</p> <p>Begins to produce structured extended writing, using appropriate dates and terms, paragraphs and good spelling of historical words.</p>	<p>Explains life as a WWI soldier the features of trench warfare. Begins to evaluate sources as evidence and suggests reasons for different interpretations.</p> <p>Selects and uses information to support structured extended writing, using paragraphs, including an introduction and conclusion. Uses sources to support ideas.</p> <p>Spelling and grammar are often accurate.</p>	<p>Analyses what it was like to be a soldier in the trenches of WWI, explaining how and why different interpretations have arisen. Considers sources critically and begins to examine origin, nature and purpose (provenance).</p> <p>Selects, organises and deploys relevant information to produce effectively structured extended writing <b>with</b> an introduction and conclusion. Each paragraph has a clear point and ideas are supported by well-chosen sources and appropriate historical knowledge and terminology. Spelling and grammar are mainly accurate.</p>	<p>Evaluates life as a soldier in WWI based on evaluation of a range of sources, critically examining their origin, nature and purpose to judge reliability. Clear evidence of independent research and supported judgements made independently.</p> <p>Produces precise and coherent extended writing, using historical terminology and analysing sources with confidence. In addition to Securing, answer is complex and shows confidence and control.</p>

# Maths

Key Concepts taught and assessed in Year 8 at IA3:

1. Mathematical fluency
2. Problem solving
3. Reasoning
4. Modelling
5. Explaining and investigating
6. Apply knowledge in unfamiliar situations

Emerging	Developing	Securing	Mastering
<p>Measure and draw lines in cm and mm.            Draw angles accurately.            Recognise reflection symmetry and rotational in a 2D shape.            Give examples of shapes with given symmetry.            Recognise where a shape will be after reflection.            Describe a translation.            Recognise where a shape will be after a translation            Construct a simple scatter graph.            Find the mode, median and range.            Calculate the mean, including from a simple frequency table.            Use vocabulary and ideas of probability, drawing on experience.            Understand and use the probability scale from 0 – 1.            Understand that mutually exclusive events add to 1            Compare estimated experimental probabilities with theoretical probabilities            Be able to list all possible outcomes of an event</p>	<p>Read scales and estimate.            Estimate lengths.            Draw lines and angles accurately to a given measurement and measure accurately.            Differentiate between a sketch and an accurate diagram.            Calculate simple bearings            Understand and use the language associated with reflections.            Reflect a shape in a given mirror line.            Write a translation in vector form.            Draw the image of an object following a translation.            Recognise and visualise the translation of a 2D shape            Transform 2-D shapes by simple combinations of rotations, reflections and translations.            Rotate a shape. Describe simple rotations (90 degrees, 180 degrees)            Begin to interpret tables, graphs and diagrams for discrete data            Calculate summary statistics, including with a calculator; recognise when it is appropriate to use the range, mean, median and mode.</p>	<p>Choose appropriate units.            Use names and abbreviations of units of measurement to measure.            Make simple scale drawings.            Draw a lines and angles accurately            Calculate bearings when given information on a diagram            Construct a perpendicular bisector            Reflect a shape in axes.            Transform 2-D shapes by simple reflections.            Identify reflection and rotational symmetry in 3-D shapes.            Know that translations, rotations and reflections preserve length and angle and map objects on to congruent images            Interpret tables, graphs and diagrams for discrete data and draw inferences that relate to the problem being discussed; relate summarised data to the questions being explored            Interpret graphs and diagrams and draw inferences to support or cast doubt on initial conjectures; have a basic understanding of correlation.</p>	<p>Understand why different units are appropriate.            Calculate and solve problems in everyday contexts involving length, area and understand the correct units.            Draw a diagram from instructions to calculate bearings            Describe reflections drawn on axes (<math>y =</math> , <math>x =</math> , <math>y=x</math> or <math>y=-x</math>)            Describe a rotation (Finding the centre of rotation).            Investigate bivariate data by choosing a hypothesis and appropriate data            Find and justify probabilities for two successive events using all possible mutually exclusive outcomes.            Solving problems using correct notation with sets.</p>

Compare distributions of a single variable.  
Describe mathematical relationships between two variables (bivariate data).  
List suggested probabilities for events in words and numbers.  
Find and justify probabilities based on equally likely outcomes in simple contexts.  
Use a table to record all mutually exclusive outcomes for a single event  
Collect data from a simple experiment and record in a frequency table; estimate probabilities based on this data.  
Understand the difference between experimental and theoretical probabilities.  
Use a grid to record all mutually exclusive outcomes for two events.  
Understand the terminology of sets and the basic set operations. Learn about Venn diagrams and the use of sets in the real world.

Find and record all possible mutually exclusive outcomes for two successive events in a systematic way, using diagrams and tables.  
Design an experiment and collect data, record in a frequency table; estimate probabilities based on this data.  
Design and undertake an experiment to compare theoretical and experimental probabilities. Draw conclusions.  
Understand that if an experiment is repeated the outcome may be different; increasing the number of times an experiment is repeated generally leads to better estimates of probability.  
Find and record all possible mutually exclusive outcomes for single events and two successive events in a systematic way, using diagrams and tables

# Music

Key Concepts taught and assessed in Year 8 at IA3:

1. Performance as a group
2. Composition

Emerging	Developing	Securing	Mastering
<p>Have experimented with sounds to make your own music expressive</p> <p>Can perform simple parts with the correct rhythm</p> <p>Can improvise (make up on the spot) a simple tune</p> <p>Can describe how the Elements of Music have been used to make music expressive</p>	<p>Can tell what a piece of music is for and describe how the composer uses different sounds to achieve the intended result</p> <p>Can perform a tune by ear or from simple notation</p> <p>Perform as part of a group, showing that you are listening to others and know how your part fits</p> <p>Can use a musical structure (e.g. AABA) when you compose and can develop your ideas</p>	<p>Can recognise when a piece of music was written or where it comes from</p> <p>Can perform longer tunes from memory, play music that is written down in differently</p> <p>Can perform in a group and understand your role</p> <p>Can make up tunes or rhythms on the spot that fit within a given structure</p> <p>Can improve your work over time</p>	<p>Can identify a musical process (e.g. improvisation in jazz) and describe how it is important in the music you are hearing</p> <p>Can use tempo, dynamics, phrasing and timbre to make your performance successful</p> <p>Can make changes to your performance so that it fits with what the group is doing</p> <p>Can change musical ideas to make them interesting</p> <p>Can write music down in the correct way to plan and improve your work</p> <p>Can improve your own work and the work of others</p>

## PE

Key Concepts taught and assessed in Year 8 at IA3:

1. Outwitting Opponents
2. Accurate replication
3. Health and fitness
4. Performance at maximum levels

Emerging	Developing	Securing	Mastering
<p>In a variety of striking and fielding activities such as cricket and rounders they struggle to hit the ball when trying to play a limited range of shots. In both cooperative and competitive situations they perform with little consistency.</p> <p>They score very few runs.</p> <p>They can bowl but lack the accuracy and control. In the field they can occasionally intercept, and catch the ball but lack the consistency. To influence the practice or game situation.</p> <p>Pupils may perform in one out of the three disciplines of running, jumping and throwing (events such as javelin and long jump) but lack the control and technique to perform well.</p> <p>Pupils have poor fitness levels for their age and over different times and distances struggle to maintain any form or technique.</p>	<p>In a variety of striking and fielding activities such as cricket and rounders they can hit the ball playing a limited range of shots. In both cooperative and competitive situations they perform with some consistency and power.</p> <p>They can hit their shots to score runs.</p> <p>They can bowl with some accuracy and control. In the field they can intercept, and catch the ball but lack the consistency.</p> <p>Pupils can perform in two out of the three disciplines of running, jumping and throwing (events such as javelin and long jump) with some control and technique.</p> <p>Pupils will be developing good age related fitness levels over different times and distances. They are able to sustain sprints and middle distance runs in some of the phases of a race.</p> <p>Pupils approach new skills and activities with some confidence and they are developing a growth mindset .</p> <p>They are involved in extra- curricular activities now and then.</p>	<p>In a variety of striking and fielding activities such as cricket and rounders they can hit the ball playing a range of both attacking and defensive shots. In both cooperative and competitive situations they perform with greater consistency and power.</p> <p>They can place their shots and score runs consistently.</p> <p>They can bowl with accuracy and control varying the speed , direction and flight of the ball. In the field they can intercept, support (backing up) and catch the ball consistently and throw accurately over stumps or bases.</p> <p>Pupils can perform in all three disciplines of running, jumping and throwing (events such as 100m, javelin and long jump) with control , accuracy , power and good technique leading to good performance.</p> <p>Pupils will demonstrate good age related fitness levels over different times and distances. They are able to sustain sprints and middle distance</p>	<p>In a variety of striking and fielding activities such as cricket and rounders they can hit the ball playing a wide range of both attacking and defensive shots. In both cooperative and competitive situations they perform with greater consistency, precision and power.</p> <p>They can dictate where they place their shots and the rate of scoring e.g building an innings/always scoring rounders.</p> <p>They can bowl with accuracy and control varying the speed , spin, direction and flight of the ball. In the field they can intercept , support (backing up)and catch the ball consistently and throw accurately and powerfully over stumps or bases.</p> <p>Pupils can perform in a wide range of athletic events in all three disciplines of running, jumping and throwing (events such as 100m, javelin and long jump) with control , accuracy , power and good technique leading to strong performance.</p> <p>Pupils will demonstrate very good age related fitness levels over different times and distances. They are able to sustain sprints and middle distance runs whilst modelling good technique in the different phases of the race.</p>

<p>Pupils approach new skills and activities with trepidation and have a fixed mindset i.e “I am no good at this activity, I can’t do this”.</p> <p>They attend no extra- curricular clubs.</p> <p>Pupils struggle to cope with emotions attached to both success and failure.</p> <p>They are lacking the skills and understanding and currently would not be a good role model for younger students.</p> <p>They are able to put simple strategies and tactics into effect to gain success. They can select the correct skill and techniques but struggle to make decisions quickly enough to effect the game.</p> <p>They struggle to use games analysis techniques to evaluate their own and others consistency and accuracy.</p> <p>Identify some strengths and weaknesses but struggle to suggest ways in which they can improve.</p> <p>They can select an area of fitness most needed in the different activities and explain how involvement in these games contribute to their fitness , health and wellbeing.</p> <p>They can explain the risk in some activities and follow instructions.</p>	<p>Pupils can cope with success but the emotions associated with failure are sometimes difficult to keep in perspective. Pupils demonstrate some sportsmanship.</p> <p>They are becoming a better role model for younger students.</p> <p>They are able to put game plans into effect. They can select the correct skill and techniques to apply but lack the technique to carry them out consistently.</p> <p>They are beginning to use some simple analysis techniques to evaluate their own and others consistency and accuracy.</p> <p>Identify their own strengths and weaknesses but struggle to suggest ways in which they can improve.</p> <p>Identify areas of fitness most needed in the different activities and explain how involvement in these activities and events contribute to their fitness , health and wellbeing.</p> <p>They can manage themselves in some activities.</p>	<p>runs whilst maintaining their technique in the different phases of the race.</p> <p>Pupils approach new skills and activities with confidence and a growth mindset.</p> <p>They are involved in some extra-curricular clubs and represent the school.</p> <p>Pupils can cope with success and failure and keep their emotions in check. Pupils demonstrate good sportsmanship.</p> <p>They are a good role model for younger students.</p> <p>They are able to put game plans into effect and adapt them when necessary to gain success. They can select the correct skill and techniques to apply.</p> <p>They can use simple games analysis techniques to evaluate their own and others consistency and accuracy.</p> <p>Identify their own strengths and weaknesses and suggest ways in which they can improve.</p> <p>Identify and describe areas of fitness most needed in the different activities and events explain how involvement in these contribute to their fitness , health and wellbeing.</p> <p>They can manage themselves effectively in risk activities such as javelin and shot putt.</p>	<p>Pupils approach all new skills and activities with confidence, enthusiasm and a growth mindset i.e I can become better in this activity with practice.</p> <p>They are involved in many extra- curricular clubs and regularly represent the school.</p> <p>Pupils can cope with success and failure and keep the emotional aspects of the activity in perspective. Pupils demonstrate excellent sportsmanship.</p> <p>They are an excellent role model for younger students. Probably involved in the Leadership Academy</p> <p>They are able to adapt a range of tactical solutions to gain success. They can select the correct skill and techniques at speed and with precision.</p> <p>They can use quantitative and qualitative analysis techniques to evaluate their own and others consistency and accuracy.</p> <p>Identify their own and others’ strengths and weaknesses and suggest ways in which they can improve. Setting targets to improve their performance and their team’s performance.</p> <p>Identify and evaluate the areas of fitness most needed in the different activities and athletic events and link how involvement in these contribute to their fitness , health and wellbeing and performance.</p> <p>They are proactive in the running of risk activities such as javelin and shot putt.</p>
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## Religious Studies

Key Concepts taught and assessed in Year 8 at IA3:

1. 'Words are more powerful than actions,'

<b>Emerging</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
<p>Write accurately about religions and beliefs with some detail using a range of keywords accurately.</p> <p>Use developed reasons for &amp; against supported by examples and religious beliefs.</p> <p>Identify important similarities, differences, strengths, weaknesses between religions.</p> <p>Write in simple sentences.</p>	<p>Begin to write more detailed paragraphs about religions and beliefs using a range of religious keywords accurately.</p> <p>Use developed reasons for &amp; against supported by good examples, religious beliefs and teachings.</p> <p>Identify important similarities, differences, strengths, weaknesses within and between religions.</p>	<p>Write detailed paragraphs about religions and beliefs throughout using philosophical and religious keywords accurately.</p> <p>Use developed reasons for &amp; against supported by examples, evidence, religious teachings or quotations.</p> <p>Explain important similarities, differences, strengths, weaknesses within and between religions.</p> <p>Begin to develop critique (are sources/views reliable or convincing?).</p>	<p>Write longer detailed paragraphs about religions and beliefs throughout using philosophical and religious keywords accurately.</p> <p>Use developed reasons for &amp; against supported by examples, evidence, religious teachings or quotations.</p> <p>Evaluate the similarities, differences, strengths, weaknesses of several opinions within &amp; between religions and denominations.</p> <p>Explain the influence of the historical or social context.</p> <p>Include critique of views, sources and religious texts.</p> <p>Include some of your own research in your answer.</p> <p>Show some of your own thinking</p> <p>Organise your paragraphs clearly to support your argument.</p>

## Science – Biology

Key Concepts taught and assessed in Year 8 at IA3:

1. Analyse: Analyse patterns, discuss limitations, draw conclusions, present data
2. Communicate: Communicate ideas, construct explanations, critique claims, justify opinions
3. Enquire: Collect data, devise questions, plan variables, test hypothesis
4. Solve: Estimate risks, examine consequences, review theories, interrogate sources

Emerging	Developing	Securing	Mastering
<p>Recall the what is need for and products of photosynthesis and photosynthesis.                      Recall where plants get minerals from.                      Recall the three main types of blood vessel.                      Recall the effects of smoking.</p>	<p>Recall the functions of leaves and stomata.                      State one use of minerals in a plant.                      Recall the stages of breathing. Recall the effects of exercise on breathing and the lungs.                      Recall the word equations for aerobic respiration and anaerobic respiration (including fermentation). State some functions of the blood.</p>	<p>Recall the word equation for photosynthesis and describe how leaves are adapted to enhance the process.                      Describe how breathing in and out and gas exchange occur. Describe what happens during an asthma attack and what effects smoking can have on the lungs and breathing.                      Describe the processes of aerobic and anaerobic respiration, and explain their functions in organisms.                      Explain what a heartbeat is.</p>	<p>Explain how to use the starch test to investigate what is needed for photosynthesis to take place. Explain how the different parts of the leaf enable the plant to carry out photosynthesis efficiently.                      Explain why there is more carbon dioxide in exhaled breath compared to inhaled air. Explain why breathing rate increases during exercise. Explain why smoking decreases the efficiency of the lungs.                      Explain how to measure the rate of fermentation.                      Link the structure of blood vessels to their function. Describe the path blood takes through the heart.</p>

## Science – Chemistry

Key Concepts taught and assessed in Year 8 at IA3:

1. Analyse: Analyse patterns, discuss limitations, draw conclusions, present data
2. Communicate: Communicate ideas, construct explanations, critique claims, justify opinions
3. Enquire: Collect data, devise questions, plan variables, test hypothesis
4. Solve: Estimate risks, examine consequences, review theories, interrogate sources

Emerging	Developing	Securing	Mastering
<p>State some everyday acids and alkalis. Describe some of the hazards of handling acids in the laboratory. Describe the pH scale and different indicators.</p>	<p>Describe how an acid and alkali react to form a neutral solution and write a word equation. Recall that indigestion is caused by excess stomach acid that can be treated with antacids. Identify some of the consequences of acid rain. Describe the products of acid and metals.</p>	<p>Explain why all acids are not dangerous, and some alkalis are. Explain how acids can be used safely, and explain the precautions taken when using them. Identify the salts produced by different acids and be able to write different word equations. Plan and perform a practical into the neutralisation of stomach acid. Classify acidity according to indicator colours and the pH scale. Outline the effect of acid rains on lakes, rivers, rocks and buildings. Write word equations for the reactants and products in metal-acid reactions.</p>	<p>Classify acid and alkali materials in terms of risk, and relate this to their uses. Compare different acids and conclude which is the most dangerous. Predict the salts made or acids/alkalis required and write balanced symbol equations for neutralisation. Evaluate an investigation into antacids. Explain how values on the pH scale relate to indicator colour and acidity. Evaluate the different methods of determining pH. Evaluate the impact of natural causes compared to man-made causes of acid rain. Write symbol equations for the reactants and products in metal-acid reactions.</p>

## Science - Physics

Key Concepts taught and assessed in Year 8 at IA3:

1. Analyse: Analyse patterns, discuss limitations, draw conclusions, present data
2. Communicate: Communicate ideas, construct explanations, critique claims, justify opinions
3. Enquire: Collect data, devise questions, plan variables, test hypothesis
4. Solve: Estimate risks, examine consequences, review theories, interrogate sources

Emerging	Developing	Securing	Mastering
<p>Describe the process of energy transfer by heating and cooling in simple terms. Describe different energy resources as renewable or non-renewable. State that darker surfaces cool down and heat up faster than lighter surfaces. State that a material requires energy to change state from a solid to a liquid and from a liquid to a gas.</p>	<p>State that as the temperature of an object changes, so does the energy contained within that object. Identify advantages and disadvantages of different energy resources. State the Principle of Conservation of Energy and identify simple energy transfers. State that the processes of conduction and convection can transfer energy and describe these processes in simple terms. Describe evaporation as a cooling process in simple terms. Calculate the work done by a force and the power of a device or energy transfer. Describe simple chemical reactions as giving out energy or taking in energy. Calculate the energy use of a single mains device in kilowatt hours.</p>	<p>Describe the changes in particle arrangement due to increases in internal energy. Compare energy resources, suggesting which would be appropriate to use in a variety of situations. Describe energy transfers in a range of situations using the appropriate descriptions of energy. Compare the energy content of food in terms of energy per 100 g and energy per portion, explaining why both measures are useful. Describe the processes of conduction and convection in terms of particle behaviour or movement. Identify the forces and distances in a range of situations to calculate the work done by the force. Describe the changes of state in terms of particle behaviour and bonding, relating this to changes in internal energy. Calculate the energy use and costs of operating a device or a range of appliances.</p>	<p>Describe the factors that affect change in temperature of a material. Describe energy transfers accounting for energy 'losses' to the environment. Link energy transfer to the process that causes that transfer (e.g. heating or forces). Use advanced concepts from the particle model, such as the role of electrons in conduction and convection currents in terms of changes in density. Describe cooling by radiation in terms of infra-red radiation. Identify changes in bonds as responsible for energy changes in chemical reactions. Rearrange key equations to calculate energy transfer and sizes of forces. Calculate energy use in joule and in kilowatt hours converting between the units when required.</p>

## Technology – Food Modules

Key Concepts taught and assessed in Year 8 at IA3:

1. Developing cooking skills
2. The importance of nutrition

<b>Emerging</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
<p>Students work with some supervision and guidance. Food is cooked but needs some improvements.</p> <p>Students can use nutritional information to answer some questions.</p>	<p>Students work with a level of independence and produce food to a reasonable standard.</p> <p>Students are able to select appropriate information from research and present in their own words.</p>	<p>Students work totally independently, able to solve simple problems and produce food consistently to a good standard.</p> <p>Students are able to research from a number of sources to present new ideas in one piece of work.</p>	<p>Students are able to solve all problems they encounter independently and consistently achieves a high standard of finish on cooked dishes.</p> <p>Students are able to write a structured and detailed piece of writing from a different perspective.</p>

## Technology – Resistant Materials Modules

Key Concepts taught and assessed in Year 8 at IA3:

1. Developing tool skills
2. Accuracy and precision
3. Awareness of end user needs
4. Evaluating product situations and outcomes

Emerging	Developing	Securing	Mastering
<p>I can recognise some of the tools that I have used.</p> <p>I can recognise some of the materials that I have been using.</p> <p>I can recognise when prompted a process that I have used in my practical work like, soldering, drilling.</p> <p>My work is sometimes accurate but needs improving.</p> <p>I sometimes forget about safety and need to be reminded.</p>	<p>I can recognise and name some of the tools that I use.</p> <p>I can correctly name some of the materials that I use.</p> <p>I can recognise and name some of the processes that I use when making my product: Soldering, Drilling, Finishing.</p> <p>My work is mostly accurate.</p> <p>I work safely wearing goggles when using machine tools and soldering, obeying Health &amp; Safety rules in the workshop.</p>	<p>I can select the correct tools and equipment that I use in my practical work and can explain their function.</p> <p>I make good choices when I select the materials for my practical work.</p> <p>I can explain the best process to use when making my products and justify why I have chosen them for that job.</p> <p>I am accurate in my work.</p> <p>I always work safely wearing goggles when using machine tools, obeying Health &amp; Safety rules in the workshop.</p>	<p>I can select the correct tools for working with different materials and I can justify my choice tools and the materials I am using them on.</p> <p>I justify the reasons for my choice of materials. Taking into consideration their properties.</p> <p>I can correctly choose from a variety of manufacturing processes and I can justify why I have chosen it. I can use CAD/CAM to expand my work.</p> <p>I am accurate and precise and pay attention to detail when I work. Making corrections to ensure quality.</p> <p>I always work safely when in a workshop and can demonstrate this to others.</p>